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ABSTRACT

This early childhood training workbook and three accompanying video series provide instruction for early childhood caregivers and teachers in the areas of guidance and discipline, math, and diversity. The video series "Guidance and Discipline" demonstrates the ways in which teachers help children become self disciplined. The three videos in this series cover: (1) the learning environment; (2) curriculum; (3) teacher/child interaction. The video series "Path to Math" provides activities for exploring mathematical concepts that will be the foundation for later math learning. The five videos in this series cover: (1) one-to-one correspondence--comparing; (2) sets and classification--seriation or ordering; (3) shapes--parts and wholes; (4) space--measurement; and (5) numbers and counting--numerals. The video series "Diversity" provides a catalyst and framework for discussion of what quality care for preschool children means in a culturally sensitive context that values diversity. The four videos in this series cover: (1) diversity and communication; (2) diversity and conflict management; (3) diversity, independence, and individuality; and (4) diversity: contrasting perspectives. The training workbook sections for the Guidance and Discipline and Path to Math series contain an introduction, overview, questions to consider, vocabulary, objectives, and self-study test corresponding to each of the videos in the series. The workbook section for the Diversity series follows a similar format except that in place of the self test are suggested issues and questions for exploring through writing. (HTH)

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# Early Childhood Training

- Guidance & Discipline
- Path to Math
- Diversity

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# Early Childhood Training

## Workbook

The topics listed herein are integrated with the Video Modules of the same name.


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Video Modules of Guidance and Discipline and Path To Math were produced by General Learning Video; Diversity by Herzog Associates.



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Early Childhood Training

# Guidance & Discipline

### Video #1: LEARNING ENVIRONMENT

Easy and proven ways to create an environment that maximizes learning gains and minimizes discipline problems.

### Video #2: CURRICULUM

How your curriculum can more fully serve the needs and interests of every child – and improve discipline, too.

### Video #3: TEACHER/CHILD INTERACTION

Helping children to develop self-discipline, problem-solving skills and a stronger sense of themselves.

# Guidance and Discipline
## *Introduction*

by Rhoda Olenick

Teachers who want to help children become self disciplined realize that children are in the process of learning acceptable behavior. They regard children's undisciplined or anti social behavior as mistaken rather than wrong. Teachers who desire self controlled children are understanding of the meaning behind behavior. Similar behaviors may have different motivations. With understanding teachers can find ways to help the child.

Understanding implies knowledge of child development, how children develop physically, cognitively, socially and emotionally.

In working with any age child teachers must expect that behavior of individual children may be influenced by that child's unique culture, by his or her health and physical condition, and by events in the child's home and family.

The series *Guidance and Discipline* demonstrates the ways in which teachers help children become self disciplined. They begin by structuring a predictable environment which encourages independence and the reduction of conflicts. The organization of the room and the schedule of events are carefully and thoughtfully planned in keeping with the abilities and capacities of the children. This minimizes discipline problems encountered in many classrooms.

Secondly, the teachers organize a curriculum which focuses on the interest of the children and which is balanced between teacher directed and child initiated activities. Curriculum which is developmentally appropriate has a beneficial influence on children's behavior.

Thirdly, the teachers, when interacting with children, use positive guidance techniques, stressing appropriate behavior rather than emphasizing mistakes. The goals of the teachers are to assist children in learning to resolve their conflicts, to reduce aggression and to increase positive interactions among the children.

The teachers strive to be gentle, good humored, firm and consistent in their dealings with the children. They try not to lose sight of the youth and inexperience of the children. They recognize children have the capacity to learn to control themselves if they are in an environment which provides order, security, affection and respect.

# 1 VIDEO #1
# Learning Environment

## Overview

Why are my children always running in my classroom?
Why are my children grabbing materials from each other?
How can I get my children to sit quietly during circle time?
My children always seem so restless? or exhausted? or listless?
Why do my children fight so much in my classroom?

These questions are asked by new and experienced teachers. They want to learn how to deal with the children to establish order in their classrooms. Often the problem lies not with the children but with the learning environment provided by the teacher.

In any discussion of guidance and discipline the place to begin is to examine the learning environment which includes room arrangement, safety and health factors, and schedules.

An environment which is appropriate to the learning style and developmental stages of young children is most likely to be a place where children thrive emotionally, socially, physically and cognitively; where children learn self discipline; where an atmosphere of peace prevails.

## Questions to Consider

1. What are interest areas and how are they organized?
2. What determines how many children should be in an interest area at one time?
3. Why should materials be easily accessible to children?
4. What is the value of labeling toy containers and shelves?
5. Why place block and housekeeping areas next to each other? or quiet and noisy activities away from each other?
6. What is the relationship of space to discipline? How many square feet per child are recommended?
7. What is the relationship between a balanced and predictable schedule to positive guidance and discipline?
8. How are health and safety factors related to guidance and discipline?
9. Why is outdoor play necessary for young children?
10. What do teachers consider when setting up outdoor play areas?
11. Why is free choice time an important component of the schedule?

## Vocabulary

**Cognitive** the area of development that includes all mental processes through which learning takes place.

**Discipline** any attempt by an adult to control or change a child's behavior.

**Guidance** the process of assisting children to understand and use constructive behavior.

**Interest areas** clearly defined areas in each classroom such as blocks, manipulatives, science, art, housekeeping, etc.

**Learning environment** includes the organization of the classroom and the schedule.

**Personal space** the space each individual considers his or her own.

**Transitions** the movement from one activity to another.

## Objectives

1. Discuss the relationship between the learning environment and guidance and discipline.
2. Describe how teachers structure a physical environment which encourages self-discipline and reduces conflicts.
3. Identify the elements of a developmentally appropriate schedule.
4. Discuss the relationship between the schedule and guidance.

## Self Study Test

Select the phrase which best completes the statement.

___ 1. The learning environment which best reduces conflicts among children
   a. is under strict control of teachers
   b. considers interests and developmental stages of children
   c. has children doing same thing at same time
   d. discourages social contacts among children

___ 2. Children who develop self help skills such as handwashing and serving their own food will
   a. make a mess
   b. feel abandoned by teacher
   c. develop positive attitudes towards self
   d. all of the above

___3. If there is an excessive amount of anti social behavior in a classroom the teacher should
   a. first examine the environment
   b. insist on children obeying the rules
   c. keep children separate from each other
   d. keep children in teacher directed activities

4. Write "true" or "false" next to each statement
   ___a. Wide open corridors in the room discourages running.
   ___b. Open shelves where materials are accessible to children causes confusion in the room.
   ___c. Picture and/or word labels enable children to find and return materials to same space.
   ___d. Children work best in small groups.
   ___e. The housekeeping area and blocks area should be separated so children will not mix up materials.
   ___f. It is recommended to have 35 square feet of space per child indoors.
   ___g. Adequate space reduces conflicts among children.
   ___h. Separation of noisy and quiet areas increases disturbances in children's concentration.
   ___i. A place for an individual child to be alone is unnecessary in a well managed program.
   ___j. Outdoor activity is an option not a necessity in a program for preschool children.

5. List the elements which should be balanced in a developmentally appropriate program.

   a.

   b.

   c.

   d.

6. List four characteristics of a good free choice time.

   a.

   b.

   c.

   d.

7. Complete the following statements:
   a. Transitions between activities run smoothly when children know _____ and _____, and teachers are _____.
   b. Both large and small group activities should be of _____ duration.
   c. Children who feel _____ and _____ in the learning environment will engage in less _____ behavior.
   d. A schedule which is _____ gives children a greater sense of _____ and reduces _____ .

8. Discuss the ways in which a developmentally appropriate schedule influences children's behavior and reduces conflicts in the classroom.

# 2 VIDEO #2 Curriculum

## Overview

In this module you will observe three classrooms: toddlers; preschoolers; and kindergarten aged children. In each of these situations, children are busy, relaxed and unhurried. They move freely about their room or the outdoor play area. Voices are rarely raised and acting out behavior is infrequent, and of short duration when it does occur.

These children and teachers are participating in a curriculum that is based on developmentally appropriate practice. The teachers are knowledgeable about how children develop and learn, and they appreciate each child as a unique individual. This enables them to plan activities that are challenging but not frustrating.

The goals of these teachers are to help children discover life, to have a sense of accomplishment about what they do. They want children to feel good about themselves as learners rather than reciters of isolated facts.

The teachers provide a learning environment with a wide variety of "hands on" activities and open ended materials. Learning centers such as blocks, housekeeping, manipulatives, art, library, writing and music may form the foundation of the curriculum, or the teachers, knowing the needs and interests of young children will introduce activities indoors and outdoors which children will find intellectually engaging. Workbooks, ditto pages, monthly calendars, recitations and precut, predrawn projects are not imposed on the children. These teachers are also flexible so that unplanned happenings are incorporated into the children's learning experiences.

In an uninterrupted free choice time, lasting from at least 45 minutes to one hour, children freely choose their activities and decide how long to stay with them. Children are encouraged to interact with each other in the pursuit of their interests.

These teachers know when to expand children's activities, when and how to direct, and when to act as observers only. They are sensitive to the length of time each child can comfortably tolerate group activities and plan transitions so children move from one activity to another smoothly.

Children who are engrossed and engaged in a self selected activity are less likely to act out of control. Encouraging children to pursue and develop their own ideas alone or with others will result in more positive and social behaviors.

## Questions to Consider

1. On what knowledge is developmentally appropriate practice based?
2. What are appropriate goals for young children's learning?
3. On what basis does the teacher determine the activities to introduce in a developmentally appropriate curriculum?

4. How does the teacher organize the learning environment to encourage hands on learning?

5. What activities are included in a developmentally appropriate curriculum?

6. What influence does a developmentally appropriate curriculum have on children's behavior?

## Vocabulary

**Curriculum** planned and unplanned experiences designed to enhance children's physical, social, emotional and cognitive development.

**Developmentally appropriate practice** practice which is based on a) knowledge of growth and development of children and b) recognition that each child is an individual, and is unique.

**Discipline** any attempt by an adult to control or change a child's behavior.

**Guidance** the process of assisting children to understand and use constructive behavior.

**Interest centers or areas** clearly defined areas in each classroom such as blocks, manipulatives, science, art, writing, housekeeping (or doll corner), etc.

**Manipulatives** table toys and puzzles.

**Open ended materials** toys such as "Legos" and equipment such as blocks which do not have a specific outcome and upon which children can impose their own ideas and creativity.

## Objectives

1. Define "developmentally appropriate" practice.
2. Identify the goals of a developmentally appropriate curriculum.
3. Recognize the foundations on which a developmentally appropriate curriculum is based.
4. Describe the organization and content of a developmentally appropriate curriculum.
5. Discuss the impact of the curriculum on guidance and discipline.

## Self Study Test

Choose the phrase which best completes the statement.

___1. Developmentally appropriate practice is based on knowledge of children's
   a. growth and development and family background
   b. learning style and temperament
   c. individual uniqueness and intelligence
   d. growth and development and individual uniqueness

___2. The goal of a developmentally appropriate curriculum is to produce children who
   a. recite the "pledge of allegiance"
   b. feel good about themselves as learners
   c. follow instructions step by step
   d. know many facts

___3. The foundation of a developmentally appropriate curriculum is based on
   a. needs and interests of children
   b. parental aspirations for their children
   c. holiday celebrations
   d. getting children ready for first grade

4. Name six interest areas to be included in the learning environment

   a.

   b.

   c.

   d.

   e.

   f.

5. Place "true" or "false" next to each of the following statements:
   ___a. The basic activity in a child centered program is the uninterrupted free choice time.
   ___b. Teachers should rarely involve themselves in the play of toddlers.
   ___c. Children should spend the bulk of their time in teacher directed activities.
   ___d. Circle time should end when children's interest wanes.
   ___e. Cooking activities are appropriate for preschoolers.
   ___f. Woodworking is too dangerous for preschoolers.
   ___g. Stories are best read only to large groups of children.
   ___h. The celebration of holidays is not a program "must".
   ___i. Children decide when a freely chosen activity is completed.
   ___j. Reciting the days of the month is a meaningful activity for young children.
   ___k. Curriculum areas such as math, science, and language are embedded in play with manipulatives.
   ___l. Materials which may be actively explored by the children are the most basic play materials.
   ___m. Outdoor or large motor play is an important part of the curriculum.
   ___n. Teachers introduce activities which they think will expand on a child's interests.
   ___o. Materials and toys which may be used in only one way are best for young children.

6. Discuss the impact of a developmentally appropriate curriculum on the behavior of children.

# 3 VIDEO #3
# Teacher/Child Interaction

## Overview

How do I get the children to do what I tell them to do?
What should I do when children disagree or fight with each other?
How should I respond to children when they say "Teacher, look what I did"?
When is "time out" appropriate?

These are questions teachers ask when they discuss guidance and discipline. In this module you will observe teachers in action who try to practice techniques which are developmentally appropriate when interacting with children. You will hear them discuss and sometimes disagree as to which approach is best.

Developmentally appropriate practice implies that teachers understand child development and individual uniqueness. Teachers also need to be familiar with a variety of guidance techniques. For each situation the teachers process all this information to come up with the best possible resolution. There are times when several techniques are tried before the best solution is found.

Whatever techniques the teachers choose, they strive to be gentle, good humored and firm. They keep in sight the youth and inexperience of the children.

These teachers believe that children have the capacity to learn to control themselves if they are in an environment which provides order, security, respect and affection.

## Questions to Consider

1. What is meant by guidance and discipline?
2. What are the ways teachers respond differently to toddlers, preschoolers, and kindergarten age children?
3. What are appropriate goals and expectations for children's behavior?
4. How do teachers help children resolve conflicts?
5. What is the difference between praise and encouragement?
6. What do teachers do when removing a child from an activity?
7. What teaching style do teachers use?

## Vocabulary

**Authoritative (or democratic) style** teaching style in which limits are set and guidance is provided, along with willingness to listen to children's ideas and to make compromises.

**Discipline** any attempt by an adult to control or change a child's behavior.

**Encouragement** expressions which are specific to the process. Example: "You worked hard to walk across the balance beam."

**Guidance** the process of assisting children to understand and use constructive behavior.

**Interaction** mutual action or exchange.

**Logical consequences** consequences which are determined by the teacher and are related to the inappropriate behavior. Example: "If you throw wood chips you are removed from the area."

**Natural consequences** child is responsible for her own behavior and the resultant consequences with no adult intervention. Example: "If you do not eat, you will be hungry".

**Praise** expressions which focus on product rather than effort. Example: "Good job" or "I like that".

**Redirection** child is diverted from one activity to another.

**Transitions** the movement of children from one activity to another.

**Understanding** implies knowledge of child development, knowing what to expect of children in all areas of development and an appreciation of individual differences.

## Objectives

1. Define guidance and discipline.
2. Describe techniques of positive discipline teachers use to guide children.
3. Describe positive guidance techniques to use when removing child from an activity.
4. Identify appropriate expectations and goals for children's behavior.
5. Define praise, encouragement and understanding.
6. Describe the teaching style which is most appropriate for teachers of young children.

## Self Study Test

Select phrase which best completes the following statement:

___1. Any attempt by an adult to control or change a child's behavior is known as
a. praise
b. discipline
c. guidance
d. understanding

___2. Encouragement means using expressions which
a. focus on product
b. are specific to the process
c. make any positive statement
d. state teacher's approval

___3. The process of assisting children to understand and use constructive behavior is known as
a. praise
b. discipline
c. guidance
d. understanding

___4. Understanding implies
a. knowing what to expect of children
b. familiarity with child development
c. appreciation of the uniqueness of individuals
d. all the above

5. Describe each of the following guidance techniques
a. redirection

b. problem solving

c. ignoring

d. planned transitions

e. modeling

f. natural or logical consequences

g. talking directly to the child

h. accepting feelings

i. stating limits in positive terms.

6. In the following statements regarding removing a child from an activity, check those which are positive guidance techniques.
___a. Remove child from the activity and offer child choices where she may now play.
___b. Make sure child understands why he has been removed from the activity.
___c. Seat child in "time out" chair, set timer for 3-5 minutes after which she may return to previous activity.
___d. The teacher decides when child may return to previous activity.
___e. Teacher may need to stay with the child until he settles into new activity.
___f. Removal procedure may need to be repeated. Children learn rules through repetition.

7. Fill in the blanks to complete the statements regarding appropriate goals and expectations for young children learning acceptable behaviors.
a. The goal of positive guidance is to produce children who are _____.
b. Learning acceptable behavior is a _____ process.
c. Toddlers are more likely to behave _____ than older children.
d. Kindergarten age children are beginning to see the _____ of other children.
e. The unacceptable behavior of young children should be regarded as _____ rather than_____.
f. Children learn rules through _____.
g. The older the child the greater the command of _____to be used in _____.
h. Older children may be given more _____ to resolve problems on their own.

8. Describe what is meant by Authoritative teaching style.

Early Childhood Training

# Path to Math

**Video #1: ONE TO ONE CORRESPONDENCE; COMPARING**

**Video #2: CLASSIFICATION AND SERIATION**

**Video #3: SHAPE; PARTS AND WHOLES**

**Video #4: SPACE; MEASUREMENT**

**Video #5: NUMBER AND COUNTING; NUMERALS**

# Path To Math
## *Introduction*

by Rhoda Olenick

For young children, mathematical learning occurs as they act on objects and engage in activities in their natural environment. When children play, they build, they assemble, they use their imaginations, and they exercise their muscles as well as their minds. While this is going on, children are learning about their world and their place in it, and constructing concepts about all of it.

Children learn mathematical concepts by asking questions, by making discoveries through their own efforts, by observing and thinking and taking risks, and making mistakes, and learning through their mistakes.

These mathematical concepts lay the foundation for the later learning of the higher level of mathematical skills such as addition, subtraction, geometry and so on.

Children learn best through their own experiences rather than through the pre-determined knowledge set for them in rote learning.

The teacher's role is to provide the material and organize the environment so that this experiential learning can take place.

Teachers help by commenting appropriately about what children have tried and accomplished.

# 1 VIDEO #1
# One to One Correspondence; Comparing

## Overview

The early childhood teacher must provide opportunities for the child to perform activities on objects and to practice in a meaningful context the mathematical concepts of our particular culture. The source of mathematical knowledge is in the child. It is constructed by coordinating relationships that have their origins in mental and physical actions of the child.

In this module you will see teachers and children exploring the concept of **one to one correspondence** and **comparing.** The children engage in those activities which are most interesting to them. The teachers support their learning by asking open-ended questions and using the appropriate vocabulary when the children demonstrate they have grasped the concept.

## Questions to Consider

1. How do children learn one to one correspondence, and to make comparisons?
2. What do teachers do to help children learn these concepts?
3. What does it mean when children stay with an activity?

## Vocabulary

Read these terms with their definitions before viewing the program.

**Comparing** examining so as to perceive sameness or difference.

**Matching** placing together two things that correspond.

**One to one correspondence** matching one item to another.

## Instructional Objectives

When you have successfully completed this module, you will be able to:

1. Define concepts: one to one correspondence and comparing.
2. Match each concept with materials and/or activities appropriate to learning the concept.
3. Describe how children learn the mathematical concepts one to one correspondence and comparing.
4. Analyze the teacher's role in children learning to match and compare.
5. Recognize children's behavior which indicate level of interest in math activity.

## Self-Test

After studying the objectives and watching the video take the self-test to check your progress.

1. Define the following concepts:
   a. one to one correspondence
   b. comparing

2. Next to each material or activity write the math concept being learned.
   a. setting the table _____
   b. reading *Caps For Sale* _____
   c. filling and emptying cups of sand noticing how each feels _____
   d. making loud and soft sounds _____
   e. playing with shape box _____
   f. pairing up cars and trucks according to function _____

Select the phrase which best completes the statement.

___ 3. Children may show lack of interest in an activity if
   a. it is too difficult
   b. it is too easy
   c. it is no longer challenging
   d. all of the above

___ 4. Children learn to compare in the following order, by matching
   a. object to object, picture to picture, picture to object.
   b. object to object, object to picture, picture to picture.
   c. picture to object, object to picture, object to object.
   d. object to picture, picture to object, picture to picture.

___ 5. To learn one to one correspondence when setting the table the child should match
   a. the plates to the chairs at all the tables.
   b. only one item to the chairs at one table.
   c. plates, utensils and napkins to each chair at one table only.
   d. none of the above.

___ 6. When talking to the children as they explore materials the teacher should
a. ask open ended questions such as "How are these alike?, How are they different?".
b. provide the terminology before the child has grasped the concept.
c. begin questioning before the child has played with material.
d. all of the above.

___ 7. When providing math materials and activities for learning one to one correspondence and comparing the teacher should
a. organize the room so children can find and put away materials easily.
b. include a variety of activities which encourage hands-on explorations.
c. provide experiences with each concept in all areas of curriculum.
d. all of the above.

Write **T** if statement is true, **F** if it is false.

___ 8. Simple home made materials are appropriate to learn to make comparisons.

___ 9. Children learn to make comparisons only through teacher's direction.

___10. Children demonstrate their understanding of one to one correspondence when they match one doll to one truck.

___11. Acting out *Caps For Sale* reinforces learning the concept of one to one correspondence.

___12. Children compare only one aspect of a material such as sand as they play.

# 2 VIDEO #2 Classification and Seriation

## Overview

Mathematical learning occurs as young children act on objects and engage in activities in their natural environment. As children play they are learning about their world and mentally constructing concepts about this world and their place in it.

In this module you will see children and teachers exploring the concepts of **Classification** and **Seriation.** The teachers present a variety of activities in which these concepts are embedded. They organize the environment to facilitate learning to classify and seriate. The teachers ask open-ended questions which encourage children to think and reason about their actions. They comment appropriately about what the children have created. They provide opportunities for children to investigate materials on their own and to feel a sense of pride in their accomplishments.

## Questions to Consider

1. How do children learn to classify and seriate?
2. Which materials enhance learning classification and seriation?
3. What are the characteristics of objects which can be classified or seriated by young children?
4. What do teachers do to help children learn these concepts?

## Vocabulary

Read these terms with their definitions before viewing the program.

**Classification** the arrangement into a class (group, set) on the basis of a resemblance.

**Seriation** the arrangement of unorganized material in an orderly fashion.

## Instructional Objectives

When you have successfully completed this module, you will be able to:

1. Define concepts: classification, seriation.
2. Match each concept with materials and/or activities appropriate to learning the concept.
3. Describe how children learn to classify and seriate.
4. Identify 4 characteristics of objects which children use to classify or seriate.
5. Analyze the teacher's role in children learning to classify and seriate.
6. Recognize children's behaviors which demonstrate their grasp of the concepts Classification and Seriation.

## Self-Test

After studying the objectives and watching the video tape take the self-test to check your progress.

1. Describe the following concepts:
   a. classification
   b. seriation

2. Next to each material or activity write the math concept being learned
   a. clean up time, putting all the zoo animals in one bin _____
   b. putting in order the 3 bears flannel board story _____
   c. building with only yellow waffle blocks _____
   d. telling story using sequence cards _____
   e. building a pink tower _____
   f. use dramatic play kit _____

3. List 4 characteristics used by children to classify objects
   a.
   b.
   c.
   d.

4. List 4 characteristics used by children to seriate objects.
   a.
   b.
   c.
   d.

Select the phrase which best completes the statement.

___5. When children begin to classify they
   a. are consistent in using the characteristic they selected.
   b. may lose track of the characteristic they chose.
   c. lose interest quickly.
   d. all of the above.

___6. When learning to classify or seriate children need
a. simple materials with which to work.
b. time to try things out on their own.
c. experience with making comparisons.
d. all of the above.

___7. Children will stay longest with an activity if it
a. has some meaning for them.
b. is very easy.
c. is suggested by the teacher.
d. none of the above.

___8. In organizing the room to encourage classification and seriation skills the teacher
a. provides materials children can manipulate.
b. labels shelves to facilitate cleanup.
c. encourages children to help each other.
d. all of the above.

___9. If a child does not immediately respond to the teacher's suggestion the teacher should
a. quickly call on another child to avoid embarrassing the first child.
b. supply the answer to the child.
c. wait patiently for the child to respond.
d. none of the above.

Write **T** if the statement is true, **F** if it is false.

___ 10. Children need to be prompted to classify on their own.

___ 11. Classifications skills may be exercised during transitions.

___ 12. A slow response may indicate the child lacks language even though he has the concept.

___ 13. Children learn only one concept while engaging in any activity.

___ 14. To help children understand seriation teacher uses ordinal words first, second, third to describe their actions.

___ 15. Asking "why did you do it this way?" gives the teacher insights into children's thinking.

# 3 VIDEO #3 Shape; Parts and Whole

## Overview

Mathematics in early childhood education is more than counting to 10. Teachers present a variety of experiences and provide many materials through which children learn mathematical concepts. The children by their hands-on experiences construct the mental relationships that lead to their understanding math concepts.

In this module you will see children and teachers engaged in the exploration of the concepts of **Shape** and **Parts and Wholes**. The teachers are knowledgeable about each concept. They are familiar with the children's interests and ages. This helps them plan the appropriate and stimulating experiences you see the children enjoying. You will hear the teachers asking open-ended questions enabling them to determine the children's grasp of the concepts.

## Questions to Consider

1. How do children learn to recognize and name shapes?
2. What materials enhance children's learning parts and whole?
3. What do teachers do to help children learn these concepts?
4. How do teachers know if these concepts have been learned?

## Vocabulary

Read these terms with their definitions before viewing the program.

**Part** a certain portion or amount of anything.

**Shape** outward form; configuration; contour.

**Whole** containing all the parts necessary to make up the total.

## Instructional Objectives

When you have successfully completed this module, you will be able to:

1. Describe the concepts: shape, parts and whole.
2. Match each concept with materials and/or activities appropriate to learning the concept.
3. Describe how children learn the mathematical concepts: shape, parts and wholes.
4. Analyze the teacher's role in children learning to recognize and name shapes.
5. Analyze the teacher's role in children learning the relationship between parts and wholes.
6. Recognize children's behaviors which indicate level of interest in math activity.

## Self-Test

After studying the objectives and watching the video tape take the self-test to check your progress.

1. Describe the following concepts:
   a. shape
   b. parts and wholes

2. Next to each material or activity write the math concept being learned
   a. making fruit salad _____
   b. identifying doughnut and pizza flannel board pieces _____
   c. taking bites out of sandwiches and discussing results _____
   d. putting puzzle together _____
   e. constructing something from pipes or *Legos* _____
   f. playing with blocks _____

Select the phrase which best completes the statement.

___ 3. In order to learn shape young children need
   a. paper and pencil tasks.
   b. three dimensional experiences.
   c. information regarding length of sides and angles of a shape.
   d. all of the above.

___ 4. If a child makes a mistake the
   a. teacher should correct it immediately so the error is not set in child's mind.
   b. teacher should encourage child to stop and try again.
   c. child should continue activity and eventually correct mistake on his own.
   d. all of the above.

___ 5. To correctly reassemble a puzzle the child should
   a. have a mental image of the completed puzzle.
   b. feel the contours of each piece with her fingers.
   c. have all the pieces.
   d. all of the above.

___ 6. While building with blocks children may be learning
a. several concepts at the same time.
b. only the concept of shape.
c. very little about mathematics.
d. all of the above.

___ 7. Children will show sustained interest in an activity if
a. the teacher insists they stay with it.
b. it is very easy for them to do.
c. they find it intellectually engaging.
d. all of the above.

___ 8. To determine what the child has grasped of the concept the teacher may
a. ask "what is it?"
b. ask "How do you know that?"
c. only observe child in action.
d. all of the above.

___ 9. Teachers organize the room so that children
a. may initiate shape activities in learning centers.
b. put materials away by matching shapes on shelves
c. have a variety of sensory experiences.
d. all of the above.

Write **T** if statement is true, **F** if it is false.

___10. The imaginative quality of play has no bearing on learning math concepts.

___11. Simple home made games are appropriate math materials.

___12. The average 6 year old will handle shapes only in a manipulative manner.

___13. Children may incorrectly assemble pieces in body parts games just to be funny.

___14. Through experiences such as making fruit salad children learn fractions are parts of a whole.

___15. Teachers should provide math terms and labels before the child has grasped the concept.

___16. Children need to feel in control of their learning.

# 4 VIDEO #4 Space; Measurement

## Overview

Mathematical concepts are learned through the active involvement of children with the objects, materials and people in their world. Children need materials through which they can begin to make the relationships which have their origins in their mental actions. Teachers who recognize children as active learners provide appropriate materials, experiences and guidance which permit children to explore and learn mathematical knowledge.

In this module you will see children and teachers involved in exploring **space** and practicing **measurement.** The teachers' knowledge about mathematics and their understanding of children enable them to organize environments in which children freely use all their sensory, physical and mental capacities to learn these concepts.

## Questions to Consider

1. What are children learning as they climb?
2. What is the best equipment for children to use to learn measurement?
3. What do teachers do to help children learn about space and measurement?

## Vocabulary

Read these terms with their definitions before viewing the program.

**Measurement** determining the dimensions of anything.

**Space** an interval between points or objects.

## Instructional Objectives

When you have successfully completed this module, you will be able to:

1. Describe the concepts: space, measurement.
2. Match each concept with materials and/or activities appropriate to learning the concepts.
3. Describe how children learn about space and measurement.
4. Identify the relationships and uses of space.
5. Identify the dimensions of an object or material which children measure.
6. Analyze the teacher's role in children learning about space and measurement.

## Self-Test

After studying the objectives and watching the video take the self-test to check your progress.

1. Define the following concepts:
   a. space
   b. measurement

2. Next to each material or activity write the math concept learned
   a. climbing on waffle blocks _____
   b. building block enclosures _____
   c. making play dough _____
   d. balancing beans on a scale _____
   e. pouring water from one size container to another _____

3. List dimensions of an object or material the children may measure as they play.

   a.

   b.

   c.

   d.

4. Describe what children are learning about space as they play on climbing equipment.

5. Describe what children are learning about space as they build with blocks.

Select the phrase which best completes the statement.

___ 6. The child stayed with the balance beam activity for a long period of time because
a. it was challenging to her.
b. she was intellectually engaged.
c. she was determined to succeed.
d. all of the above.

___ 7. When children are measuring anything they
a. must have tools such as rulers or scales (formal).
b. should use string or their hands as tools (informal).
c. may use both the formal or informal tools.
d. none of the above.

___ 8. When introducing measurement or space activities to the children the teacher should consider the
a. math concept only.
b. ages and interest of the children.
c. mess children will make.
d. all of the above.

9. Analyze the teacher's technique in helping children learn concepts of space and measurement.

# 5 VIDEO #5
# Number and Counting; Numerals

## Overview

Mathematics in early childhood education is more than counting to ten, but knowing how to count and learning that each numeral stands for a specific number of objects are basic math concepts. Children gradually come to understand the constancy of numbers such as the threeness of three. Children are encouraged to think about numbers when the need arises naturally from any activity or experience which has some meaning for them.

In this module you will see children and teachers involved in activities which help children learn to say the numerals in correct order (rote counting) and to attach a number of units to each numeral (rational counting). You will hear the teachers ask open-ended questions to encourage the children to think critically about numbers, and you will hear the children's responses indicating their understanding of these concepts.

## Questions to Consider

1. How do children learn to count?
2. What activities and materials enhance children's learning that numerals stand for something?
3. What do teachers do to help children understand numbers and numerals?

## Vocabulary

Read these terms with their definitions before viewing the program.

**Number** a collection of units, larger or small.

**Numeral** a symbol used to express a number.

**Rational counting** attaching numeral names to a specific number of objects or units.

**Rote learning** repetitious, mechanical learning without intelligent attention.

## Instructional Objectives

When you have successfully completed this module, you will be able to:

1. Define the concepts: number, rote counting, rational counting, numerals.
2. Match each concept with materials and/or activities appropriate to learning the concepts.
3. Describe how children learn numbers, counting and numerals.
4. Analyze the teacher's role in children learning these concepts.

## Self-Test

After studying the objectives and watching the video take the self-test to check your progress.

1. Define each of the following:
   a. number
   b. rote counting
   c. rational counting
   d. numeral

2. Next to each material or activity write the math concept learned
   a. making pizzas using recipe cards _____
   b. singing *5 Little Ducks* _____
   c. using shoe bag with different number of objects in each packet _____
   d. listening to story *This Old Man* _____
   e. playing *Mr. Fox*, counting steps taken _____
   f. using class made phone book _____

Select the phrase which best completes the statement.

___ 3. In order to learn numbers the children need
   a. work book materials.
   b. opportunities to sing counting songs.
   c. no association with other concepts.
   d. all of the above.

___ 4. When learning to count rationally children should be encouraged to
   a. touch each object counted.
   b. set the table for a specific number.
   c. keep scores in games.
   d. all of the above.

___ 5. If a child makes a counting error the teacher should
   a. ask the child to count again.
   b. tell the child he has made a mistake.
   c. let child discover own error.
   d. all of the above.

___ 6. To encourage numeral recognition the teacher
a. provides activities which pair objects and numerals.
b. sings counting songs.
c. uses recipe cards with pictures only.
d. all of the above.

Write **T** if statement is true, **F** if it is false.

___ 7. Correcting own mistakes builds child's self esteem.

___ 8. Counting experiences should be included in all areas of curriculum.

___ 9. Making up game rules interferes with numeral recognition.

___10. Making graphs enhances counting skills.

___11. Children as young as three years are not interested in numbers.

___12. Questions which require children to think critically about their activity delay numeral recognition.

Early Childhood Training

# Diversity

**Video #1: DIVERSITY, INDEPENDENCE, AND INDIVIDUALITY**

**Video #2: DIVERSITY: CONTRASTING PERSPECTIVES**

**Video #3: DIVERSITY AND COMMUNICATION**

**Video #4: DIVERSITY AND CONFLICT MANAGEMENT**

# Diversity
# *Introduction*

by Janet Gonzalez-Mena

Designed to provide a framework and catalyst for discussion in early childhood training, these modules were developed by a multiethnic group of early childhood professionals who are struggling over what quality care for children age 0-6 means in a culturally sensitive context that truly values diversity.

What follows is not like most workbooks, because understanding and appreciating diversity is more than just an intellectual task. In these next pages you will be asked to soul search, explore who you are, and what you believe, as well as to open your ears, eyes, and heart to ideas and values that may be different from your own. Doing the work for this workbook section will be more like journal writing than filling in blanks and learning vocabulary. It is hoped that the workbook will be used for self examination that will lead to open discussions with others interested in the same issues.

Diversity work is personal. For that reason, it is important for you to know the author of this workbook section (who also wrote the script and co-produced the videos it accompanies). You need to know who I am and where I stand if you are to explore who you are and where you stand on issues of diversity in early childhood education.

I am Janet Gonzalez-Mena, a European-American with a Spanish surname. You may think that because I'm examining standard early childhood practices that I am criticizing them. Or perhaps you think that I am critical of my culture. I want you to know that I am a proud member of my culture. I feel good about being European-American just as I would hope that all other people feel good about their culture and ethnicity.

The values of independence and individuality portrayed in Module 1 are my values. Those values lie behind Developmentally Appropriate Practice, the standard of the National Association for the Education of Young Children (NAEYC).

I brought the group you see on screen together not to criticize Developmentally Appropriate Practice, but to hold it up as a fine standard of my culture and at the same time examine the notion that one standard fits all. The group working with me on these videos did just that through hours and hours of discussion. You see only a small part of our discussion because of time constraints. The hope is that you'll see the video in a group setting and have the opportunity to share ideas, explore areas of conflict, probe sensitive spots, and speak honestly about differences.

**HOW TO USE THE WORKBOOK PAGES**

This video series and workbook are an attempt to help teachers, caregivers, and parents discuss where differences lie and explore what to do about those differences.

You may write in the workbook or in a separate journal. The idea behind the writing is not to look for right answers but to explore your own reactions, attitudes, experiences, and feelings.

The hope is that you will clarify your perspective in ways that will help you discuss your views with others and come to understand their views.

# 1 VIDEO #1
# Diversity, Independence and Individuality

## Overview

This program shows examples of how the values of independence and individuality define teaching/learning approaches, feeding, toileting, and napping practices in homes and in early childhood programs. Scenes depicting children learning self-help skills and enjoying free play in child-centered environments illustrate how these two values play out in practice. Adults in this video allow children to stand on their own two feet, express themselves freely, and think critically while they are building skills and developing creativity. This program also shows diverse reactions to the child and adult behavior influenced by these values.

## Vocabulary

To further clarify terms used in the module ...

**Circle time** a scheduled group activity in which children come together (usually seated in a circle) to be led by an adult in such activities as songs, finger plays, movement exercises, musical instruments, and stories.

**Child-centered learning** a method of facilitating learning which takes and makes the child and the child's viewpoint the focus of the curriculum rather than adult instruction.

**Developmentally Appropriate Practices** teaching/learning practices which emphasize concrete experiences and play rather than formal instruction and take into consideration the stage of development and individual differences.

**Fingerfood** food intended to be eaten with fingers – usually cut up into bite sized pieces.

**Free play** play that gives children many choices and puts the adult into a particular set of roles: supervisor, facilitator, resource provider, stage manager and sometimes active participant. The schedule in most early childhood programs contains some specially designated "free play time". Free play is considered a learning time, not a break from learning, as in many elementary school programs.

**Guidance** sometimes called discipline as well, guidance is adult direction toward acceptable behavior. Adults who "guide behavior" usually take a positive approach rather than a punishing one.

**Self-expression** saying openly and honestly how one feels or what one thinks, either directly through words, sounds, or gestures, or through a variety of media such as music, movement, art, poetry, etc.

**Self-help skills** taking care of one's own needs through feeding, dressing, washing, and toileting oneself.

**Sensory exploration** discovering the world through using all the senses – taste, smell, touch, hearing, and vision.

**"The whole child"** A way of stating a holistic view of children. Even though children are studied in three domains: physical, social-emotional, and cognitive, the concept of the "whole child" reminds us that the domains are vitally integrated.

**Toileting** the process of handling children's elimination needs.

## Goals

- To enable viewers to discern how the values of independence and individuality play out in child and adult behavior.
- To expose viewers to various reactions of a diverse group of people to these child and adult behaviors.
- To encourage viewers to examine their own reactions and explain them to others.

## Suggested Issues and Questions for Exploring Through Writing

(Answer at least five questions. Choose the questions which hold the most interest for you or create the most emotional impact.)

1. After hearing the names and seeing the faces of the discussion group involved in the making of the series, can you tell what their ethnic backgrounds are? The group was not given ethnic labels because viewers might think that one person was being used to represent a whole culture. Make some guesses in the space below or in your journal about the ethnicity of each member of the discussion group. The answers are in the workbook section for Module 4. If you find some surprises when you look up the answers, remember that looks and names are not always sufficient clues to ethnicity.

Ethnicity of each discussion group member:

2. What do you think about Lillian's statement *"You cannot be good child care providers unless you know what ticks you off ... unless you really begin to do some soulsearching in yourself ... know what is it that makes you who you are ... in order to be sensitive to those other families."* Do you know these things about yourself? If yes, give some examples.

3. How did you feel about the statement: The group decided to suspend judgement about right and wrong in order to present diverse perspectives. Some of the group worried that the video showed practices they considered harmful without any judgement or statement about the harm. Would that worry you if you were making such a video? Is it possible to ever completely suspend judgement? Is it possible to really hear someone who disagrees with you if you *don't* suspend judgement?

4. Did any of the feeding scenes bother you? If yes, which ones and why?

5. Did anything about the toileting scenes bother you? If yes, what and why?

6. In Module 1 you heard a boy express pride in climbing out of a window and another boy say, "Look at me," and point to his painting with pride. Do you distinguish between bragging and feeling good about an accomplishment? Should young children be taught modesty or is it more important to affirm success? Should children draw attention to themselves?

7. What are your ideas, feelings, and experiences about babies left alone to put themselves to sleep?

8. What do you think about children playing with messy materials in the name of "sensory exploration"?

9. How do you feel about the statement: "In this center, art materials are made available, but how they are used is the children's choice." Do you agree or disagree with this philosophy?

10. The module showed a circle-time scene in which a child got up and left and no one stopped her. In another scene a child left the lunch table and put her dirty dishes away without waiting for the rest of the children to finish. Do you agree or disagree with these individualistic actions?

11. A toddler emphatically told his friend "mine" about a toy train. The two struggled for a moment over the toy. The narrative explained, "Of course, no one wants this child to grow up to be selfish, but at this age it is believed that he must have a sense of possession before he can learn to share." Do you agree with this statement?

12. In most of the scenes of this module, adults kept a hands-off approach, except for two scenes in which "guidance" was shown. In one, a child pushed another child down while playing at a water table. The teacher helped the child up, and he hit the first child before the teacher could stop him. She told him he could use his words instead of hitting. What was your reaction to this scene?

13. What is your reaction to the concept of "the whole child" meaning that the child is an integrated entity with the intellectual, physical, emotional, and social needs that cannot be separated from each other?

14. What messages (if any) did you pick up in this module that you suspect the makers did not intend?

15. Did anything in this module offend you?

# 2 VIDEO #2 Diversity: Contrasting Perspectives

## Overview

Designed to show contrasts and spark dialogue, this module contrasts the values of independence and interdependence as they reveal themselves in the intimate and delicate issues involved in day-to-day caregiving. For example, viewers see a contrast in feeding practices as they watch a baby freely exploring his food with both hands, a toddler eating with a spoon, and a mother spoonfeeding her two- and four-year-old daughters. Variations on toilet training show as the viewer watches a mother urge her nine month old to urinate. The "sacred cows" such as self-help skills and child-centered learning are discussed and contrasted in a way that is guaranteed to trigger an emotional response in most viewers. Rather than giving answers, this module continually asks hard questions regarding diversity.

## Vocabulary

To further clarify terms used in the module ...

**Independence** the state or quality of being self-reliant, autonomous, and to some extent, separate. Shows up in child rearing practices as adults teach children self-help skills.

**Interdependence** the state or quality of recognizing and valuing mutual reliance. Shows up in child rearing practices as adults expect children to let them help rather than learning self-help skills.

## Goals

- To contrast caregiving practices.
- To encourage viewers to temporarily suspend judgement about practices with which they disagree in order to see other perspectives.
- To stimulate discussion about caregiving practices.

## Suggested Issues and Questions for Exploring Through Writing

(Answer at least five questions. Choose the questions which hold the most interest for you or create the most emotional impact.)

1. What is your understanding of the difference between placing a priority on interdependence instead of independence? Can you give an example of contrasting caregiving practices representing the two priorities?

2. As you watched nine-month-old Jamie eating with his fingers, what were your feelings? Can you make the case for his parents' perspective on self feeding?

3. As you watched two-year-old Kowri and four-year-old Shiori being spoon fed rice by their mother, Kumiko, what were your feelings? Can you explain Kumiko's viewpoint on spoon feeding?

4. How did you feel as you watched Chantal diaper Maurice?

5. What was your reaction as you watched Chand hold Varun over the sink and urge him to urinate?

6. Can you discuss the differing ideas about toilet training of the two mothers?

7. Baby exploration, baby exercise, infant stimulation: How did you feel about these contrasting practices? Can you see the perspective behind each one?

8. Do preschool age children need to get messy in order to learn? How do you feel about finger paint, water play, wet sand, and the various kinds of gloop, glop, and gak pictured in the module? Can you understand the philosophy of someone who would use these materials? Can you understand the reasoning of someone who would object to these materials?

9. Imagine a continuum with free play on one end and adult demonstration on the other end. Where would you place yourself as far as the value of each for infants' and toddlers' learning? For preschool age children's learning? For kindergartners' learning?

10. What experiences have you had with various sleeping practices? What is one of which you disapprove? Can you understand the perspective of the person who uses that one?

11. How do you feel about Dianna's statement that early childhood professionals shouldn"t train or educate parents, but rather provide parent information centers, sessions, seminars, or programs?

12. Does anyone know what is best for someone else's child without understanding the goals, values, and priorities of the parents – whether cultural or individual? That's a question asked in the module. What is your reaction to that question?

13. The makers of the video purposely didn't mention the cultural background of the children, teachers, or parents shown. Did that bother you? Were you curious? Do you have any ideas about why they didn't give cultural labels to the people or practices in the module?

# 3 VIDEO #3
# Diversity and Communication

## Overview

When parents and teachers don't see eye to eye, difficulties arise. This module shows sample areas of disagreement. Through role plays, viewers watch parents and teachers disagree about toilet training and about messy play activities that spoil clothes. The video highlights communication blocks. Through showing diverse opinions among cultures the module makes the more subtle points that disagreement is healthy and that even people of the same cultural background can have different ideas about how things should be done.

## Vocabulary

To further clarify terms used in the module ...

**Sensory experience** a term used in early childhood education to indicate an activity, whether planned or spontaneous, that involves a child using his or her sense of smell, taste, touch, hearing, vision. In practical terms, sensory activities are often those that focus on tactile experiences and usually include wet, slippery, or slimy substances that end up on clothing.

**Program philosophy** concepts which lay out core beliefs, values, and ideas that underlie early childhood programs.

**Anecdotal observations** teachers' records of specific child behaviors kept to give information and show patterns of development in individual children.

## Goals

- To demonstrate communication blocks.
- To show examples of ways to keep communication open.

## Suggested Issues and Questions for Exploring Through Writing

(Answer at least five questions. Choose the questions which hold the most interest for you or create the most emotional impact.)

1. What stands out in your mind about this module? To what did you react and why?

2. What was your reaction to the first role play when Janet and Intisar argued about toilet training?

3. Why do you think Janet and Intisar were unable to see each other's perspectives even after they changed roles?

4. What do you think about Janet's argument about holding to the philosophy of the center? What do you think about Intisar's reply that she didn't care about the philosophy of the center – only about her child.

5. Intisar didn't want to hear about research. Why not, in your opinion? Is it ever useful to share research with parents?

6. What was your reaction to the Dianna-Susan role play about toilet training which ended with a proposed meeting to discuss the subject further?

7. How did Susan's approach differ from that of the teacher roles Janet and Intisar played?

8. Why do you think Diana wanted to bring her whole family to the meeting?

9. What was your reaction to the role play of Lillian and Dora about dirty clothes that ended up with Lillian threatening to remove her child from the program?

10. Did you find yourself on one side or the other of the argument? Which side? Why?

11. Did you notice that at one point Lillian called Dora "Nora"? Was that because she didn't remember her name, or was it perhaps a subtle putdown? What do you think? Has anyone ever forgotten, mispronounced or misused your name? How did you feel?

12. Do you believe that it's important for young children to have sensory experiences even if their clothes get messy?

13. Why do you think the role play of Director Susan and Grandma Bev went better than the one between Lillian and Dora?

14. What was your reaction to the last role play – that of parent Dora and teacher/director Dianna about messy clothes?

15. Thinking back over the role plays, who do you think was most in need of education? Pick one person and tell why. There's no right or wrong answer to this question. It's a matter of perspective.

16. The role players worried that they were promoting stereotypes. Do you agree? What is an example of a stereotype in this module? What is an example of a nonstereotypical role played in this module?

## The Difference Between An Argument and a Dialogue

Quite commonly, when people disagree, they argue. In some arguments one side convinces the other and that's the end of it. More commonly, one side wins, leaving the other a loser with unfinished business. Some arguments never end as the parties involved keep trying to persuade each other with no one giving in. In arguments, you can often see both sides pushing their points and trying to impose solutions to problems without ever really listening to each other. Winning is all.

The body language of people involved in an argument shows that their objective is to win. They tend to stand firm and tough. Even without physical contact, they use their hands to defend or push against. Their gestures often give them away.

Dialoguing is another approach to conflict. Rather than trying to convince someone that one's own viewpoint is the right or best one, people engaged in dialogue try to understand the other point of view.

Two people in a dialogue may be highly emotional and firm in their own stance, but they use their bodies and voices differently from people who are arguing. They aren't out to win. Instead their purpose is to open the way to hear the voice and see the perspective of the other.

Notice other contrasts between arguing and dialoguing: The arguer tells, the dialoguer asks. The arguer tries to persuade, the dialoguer seeks to learn and to discover. The arguer sees two opposing sides – each representing a point of view. The dialoguer seeks to understand multiple points of view.

In a dialogue the goal is to increase understanding rather than reach agreement. The dialoguer wants to be sure everyone is heard – so eventually a wiser decision can be made.

So how does one switch to a dialogue in the heat of an argument? By doing one simple thing – listening. To know what the other person is trying to communicate, it is necessary to stop talking, suspend judgements, and just listen. Simple, but not easy. Dialoguing is a skill that gets better with practice. Anyone can learn it – even the most confirmed arguers!

# 4 VIDEO #4
# Diversity and Conflict Management

## Overview

Most conflicts are "managed" rather than resolved, hence the name of this module, which starts with the hot topic of discipline. A role play between a teacher and parent of similar backgrounds illustrates different perspectives on adult authority. Another role play touches on the subject of nudity and privacy for children. In another role play a grandparent asks why her grandchild just plays all day in preschool. The discussion after each role play reveals hidden messages and miscommunications. A problem-solving process is explained and illustrated with examples of each component as they appeared in the role plays. Listening is particularly emphasized.

## Vocabulary

To further clarify terms used in the module ...

**Discipline** the variety of means by which child behavior is guided and managed.

**Inner controls** similar to self discipline in adults, inner controls are the aim of discipline and guidance in the minds of many early childhood educators. The idea is that the adult manages children's behavior until they can take over themselves.

**Outer locus of control** the situation in which adult authority is constantly needed to manage child behavior. Opposite of inner locus of control, or inner controls, where children are expected to learn to eventually manage themselves.

**Reflecting feelings** a method of communication in which one person verbally acknowledges, in an accepting way, what they think the other person is feeling.

**Respect** to feel or show esteem for, to honor, to show consideration, to avoid violation of; to treat with civility.

**RERUN Process** a particular approach to problem solving and conflict management which contains five elements: reflect, explain, reason, understand, and negotiate.

**Consensus** general agreement.

## Goals

- To analyze encounters between parents and caregivers in terms of ineffective communication.
- To examine elements of a problem-solving process called "RERUN."

## Suggested Issues and Questions for Exploring Through Writing

(Answer at least five questions. Choose the questions which hold the most interest for you or create the most emotional impact.)

1. Think of a time that you discovered you were "different" and didn't feel good about it. What were your feelings? Consider that feelings of this kind may be behind at least some of the encounters which occur among caregivers and between caregivers and parents over childrearing practices. Knowing about those feelings, how could you be more effective in an encounter like the ones in this module?

2. What are your ideas about disciplining young children? Have you thought about whether you're more of an inner or outer locus of control person?

3. How do you show respect for authority and at the same time uphold your own position?

4. Rose says, "I don't want a lot of adults to see my child's body." Do you understand her perspective on this matter? Is her perspective also your perspective?

5. Rose also says that rice is sacred to her and that's why feeding should be a careful and neat process even to the point of spoonfeeding children until they can eat neatly themselves. What do you think about that statement? Have you ever thought of food as sacred? What do you think "sacred" means in that context?

6. Sue, who role plays with Rose, talks fast and seems to be extremely agreeable. Her speed, however, raises the suspicions of both Rose and Dianna. Do you, like Dora, think cultural differences are at play here? What is your experience with people who have a different pace from your own?

7. The RERUN process is explained as a sequence, but is shown as a holistic process. Would you be more comfortable with the RERUN process if it had been shown in the form of neat and tidy steps? If yes, do you think your comfort level relates to your culture?

8. Have you noticed in this module a contrast between the role plays and the discussions afterwards? The body language, posture, facial expressions, and tone of voice of the role players is different when they were discussing what they felt and what was going on with them during the role plays. The way they are during the discussions is called the "leveling response." Are you aware when you are "leveling" with someone? Imagine using a leveling response during an argument and think about what might happen. How can the leveling response help in conflict management?

9. Did you watch power issues arise among the role players? How much do you understand of the power issues underlying each and every interaction in this module? When was the last time someone "put you down" or "pulled a power play" on you?

10. Did you detect hints of bias in any of these role plays? If yes, when and where?

11. The video ends with the statement, "Respect is more important than consensus." Do you agree?

12. At the end you learn the cultural backgrounds of the roleplayers. How did you feel about waiting this long? Were there any surprises? Were you "fooled" by having two Spanish-surname people who were not of Hispanic or Latin background and one with a Scandinavian name who was?

13. Videos and films often reinforce stereotypes without meaning to do so. Did you find any examples? Did you find examples of nonstereotypical behavior?

## About Making the Diversity Series ...

When the group named their ethnicity at the end of Module 4, they had particular reasons for choosing the labels they did. Here's how the participants named their ethnicity: Dianna, "I'm an American with a Latin background. My ancestry is from Mexico"; Rose, "I'm a Chinese from Taiwan;" Beverly, "I'm Euro-American"; Susan, "I'm Asian-American"; Intisar, "I'm African-American, and I'm also a Muslim;" Janet, "I'm Anglo-American"; Dora, "I'm Mexican, born in this country"; Sue, "I was raised in Northern California and my heritage is European"; Nancy, "I'm Dominiquena-Puertoriquena, and I sometimes refer to myself as a Latina"; Lillian, "African-American."

That's what they said when they were only given a few seconds to label themselves on camera. During a spontaneous discussion afterwards they explained how they decided what to say and how they use different labels in different situations. Susan, who is Chinese, called herself Asian-American because her husband and children are Korean and she chose a more inclusive label that put her in the same category as her family. Janet often calls herself Anglo-American instead of European-American because "Anglo" is a term commonly used by the Mexican people she associates with.

Dora and Dianna, who come from similar backgrounds, use different labels for themselves. Dianna explained that though her husband is Chicano, she considers herself a Latina. Dora explained that she's always called herself Mexican rather than Latina. She says Mexican instead of Mexican-American, but when necessary, explains she was born in the U.S. The term "Hispanic" never crossed the lips of anyone in the group, though three of the participants are commonly labeled with that term by others.

The members of the group discussed the idea that what they call themselves may depend on the situation and may be related to what other people have called themselves. For example if an African-American calls herself Black, it is likely that a European-American will call herself White. Once, when Janet called herself Anglo-American to a group that had several people from the British Isles, they asked about her ancestry and questioned her choice of labels. A woman from Ireland thought she should mention her Celtic heritage.

All in the group who participated in the making of this Diversity Series agreed that a label says both a lot and very little about a person. We're all much more than our labels, yet for some of us, the label is an important part of our identity. We tend to prefer our own labels to those given to us.

Early Childhood Training

# Self-Test Answer Key

# Guidance and Discipline

## Self-Test Answer Key

### Video #1 - Learning Environment

1. b  2. c  3. a
4. a. F  d. T  g. T  j. F
   b. F  e. F  h. F
   c. T  f. T  i. F
5. a. teacher directed, child initiated
   b. indoor and out activity
   c. quiet and active play
   d. individual, small group, large group activity
6. a. at least 45 minutes to one hour each day
   b. uninterrupted
   c. provide wide choice of activities
   d. based on children's interests and needs
7. a. what happens next, where next activity takes place, waiting in place to begin next activity.
   b. short
   c. safe, comfortable, negative
   d. predictable, security, conflicts
8. Reduces frustration because children are allowed to pursue and complete ideas during free choice time. Short group time reduces restlessness and acting out behavior. Young children have short tolerance for sitting still. Balanced activities keep children interested, prevent boredom or overstimulation which lead to acting out behaviors.
Predictable schedule reduces aimless wandering or fussing behaviors because children know what comes next and where to go.

### Video #2 - Curriculum

1. d  2. b  3. a
4. blocks; housekeeping; outdoor playground, math and science; writing; library; music; sand and water table; manipulatives and puzzles; art
5. a. T  e. T  i. T  m. T
   b. F  f. F  j. F  n. T
   c. F  g. F  k. T  o. F
   d. T  h. T  l. T
6. Enough materials, equipment, and space so children do not invade each other's personal space.
Activities which are challenging and intellectually engaging keep children's interest, reduces frustration and acting out behavior. Short group or circle time prevents restlessness and disruptive behavior because young children have short tolerance for sitting quietly or still. Transitions are planned so aimless running is eliminated or greatly reduced. Sufficient supervision enables teachers to react immediately to difficulties among children, and provide individual attention, and insure safer conditions indoors and out. Encouraging children to choose their activities supports the development of independence, self discipline, and self esteem.

### Video #3 - Teacher/Child Interaction

1. b  2. b  3. c  4. d
5. a. redirection: a child who may have a problem in one activity or area is diverted or guided to another activity.
   b. problem solving: since teachers do not always see what happens between children the problem is turned back to the children with help from the teacher, to generate possible solutions which are mutually acceptable.
   c. ignoring: sometimes if teachers pay no attention to a behavior, the behavior diminishes.Occasionally it is less disruptive to a group activity to ignore rather than to call attention to the behavior.
   d. planned transitions: one or two children at a time are sent from one activity to the next. A teacher is waiting in place for the next activity to begin. This reduces aimless wandering, or disruptive behavior.
   e. modeling: the teachers own behavior is a model for the behavior the teacher hopes to instill in children. This includes the teacher's calm and controlled style as well as good manners used with the children.
   f. natural or logical consequences: the child learns that certain behaviors will result in certain consequences. "If you don't eat you will be hungry" or "If you throw wood chips you will be removed from the area."
   g. talking directly to the child: if unacceptable behavior is observed the teacher talks directly and quietly to the child. The entire classroom need not be alerted to the discussion.
   h. accepting feelings: children have negative feelings towards other children and teachers. The expression of these feelings are acknowledged and accepted. The child is discouraged from acting out on these feelings.
   i. stating limits in positive terms: the acceptable behavior is stressed rather than the unacceptable. "Please walk in this classroom" rather than "don't run".
6. a. √  b. √  e. √  f. √
7. a. self disciplined  e. mistaken, wrong
   b. continuous  f. repetition
   c. impulsively  g. language, problem solving
   d. point of view  h. chances
8. Authoritative teachers set clear limits and standards. Children are encouraged to help establish the rules, and to solve their own problems. Children are treated with respect and are encouraged to become self reliant and self disciplined. Teachers listen attentively to children and respond appropriately. Children's feelings are accepted. Their needs and interests are taken into account when planning. These teachers are firm, consistent and caring.



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# Path to Math

## Self-Test Answer Key

### Video #1 - One to One Correspondence; Comparing

1. a. Match one object to another.
   b. Finding a relationship between two things.
2. a. one to one correspondence
   b. one to one correspondence
   c. comparing
   d. comparing
   e. one to one correspondence
   f. comparing

3. d  4. b  5. c  6. a  7. d
8. T  9. F  10. T  11. T  12. F

### Video #2 - Classification and Seriation

1. a. Organize things into groups based on some characteristic.
   b. Comparing more than two things and arranging them in order.
2. a. classification  b. seriation  c. classification
   d. seriation  e. seriation  f. classification
3. a. color  b. shape  c. size
   d. function, texture, pattern
4. a. pitch - high to low
   b. size - short to tall
   c. length - long to short
   d. width - thin to fat
   volume - loud to soft
   color - light to dark

5. b  10. F
6. d  11. T
7. a  12. T
8. d  13. F
9. c  14. T

### Video #3 - Shape; Parts and Wholes

1. a. Recognize and name outward form of an object.
   b. Recognize that portions of something make a total.
2. a. parts and wholes  b. shape  c. shape
   d. parts and wholes  e. parts and wholes  f. shape

3. b  4. c  5. d  6. a  7. c
8. b  9. d  10. F  11. T  12. F
13. T  14. T  15. F  16. T

### Video #4 - Space, Measurement

1. a. recognizing the relationships (direction, position, distance) and uses (pattern, organization, construction).
   b. determining the dimensions of anything.
2. a. space  b. space  c. measurement
   d. measurement  e. measurement
3. a. length, height  b. weight  c. volume
   d. quantity, width
4. Children are learning direction - up and down; position - high, middle, low; distance - near, far.
5. Children are learning to make patterns with the blocks, they are organizing the space when they make enclosures, and they are constructing using space as part of their structures.
6. d  7. c  8. b
9. The teachers provided a variety of experiences and materials. If no climbing equipment was available they made an obstacle course using tables and chairs. They commented appropriately about what the children were doing by using *space* words referring to the child's direction and position. They asked open-ended questions which encouraged children to think about their own actions and gave teachers insights into children's thinking processes.
   They appreciated that younger children used materials more manipulatively. They asked children to make predictions, to test them, and to draw conclusions. They did not correct children's mistakes, allowing the children to find their own solutions.

### Video #5 - Number and Counting; Numerals

1. a. a collection of units.
   b. counting in order from memory.
   c. attaching numeral names to specific number of objects.
   d. a symbol used to express a number.
2. a. numerals  b. number
   c. numerals  d. number, numerals
   e. number  f. numerals

3. b  4. d  5. c  6. a
7. T  8. T  9. F
10. T  11. F  12. F

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